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ABSTRACT

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc. where students learn about their roles as individuals, workers, and consumers. The booklets are designed to provide practical information about businesses and the many occupations found in those businesses in a typical city. A master list of materials needed and suggestions on how to conduct each lesson are included. The lessons in this booklet include: (1) "How Does a Community Work?"; (2) "Sweet 'O' Donuts"; (3) "The Role of Government"; (4) "A New Business"; and (5) "Money and Banking." The student materials are accompanied by: an audio tape on money and banking; a letter to parents; two activity sheets and job stickers for lesson 1; a donut sheet and ingredient sheets for lesson 2; play money and government job cards for lesson 3; ballots for lesson 4; a "Money Moves" worksheet; a "Junior Journal"; and a "Certificate of Achievement." (EH)

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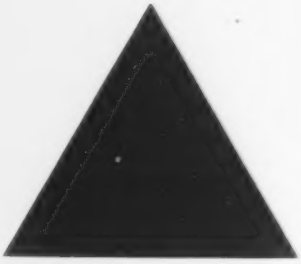

Junior Achievement®

Guide for Consultants and Teachers

OUR COMMUNITY®

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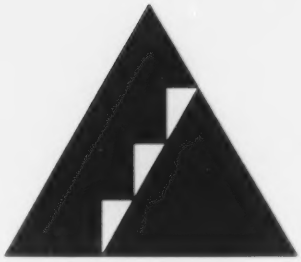

Junior Achievement®

Guide for Consultants and Teachers
OUR COMMUNITY®

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TABLE OF CONTENTS

Introduction

Foreword 1
Program Overview 2
Program Materials 3
Preparing for Class 3

Master List of Materials 6

Pre- and Post-program Questionnaire 7

Activity Plans

1. How Does a Community Work? 9
2. Sweet "O" Donuts 14
3. The Role of Government 19
4. A New Business 23
5. Money and Banking 28

Foreword

Junior Achievement Inc. is a not-for-profit organization financed by over 100,000 businesses, foundations, and individuals. The purpose of Junior Achievement is to educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

Since its founding in 1919 by Horace A. Moses, president of Strathmore Paper Company (Springfield, Massachusetts), Junior Achievement has contributed to the business and economics education of young people in 3,300 communities in the United States and other countries. In the United States, over 57,000 volunteers present Junior Achievement programs each year.

Junior Achievement programs for kindergarten through grade 12 include the following:

The Elementary School Program is an economics and business curriculum for students in kindergarten through grade six. Participants learn about the roles they play as individuals, workers, and consumers. Through lively discussions and activities, the students discover how basic economic concepts apply to their lives–today and in the future. Like Junior Achievement's other programs, the Elementary School Program is presented by Junior Achievement volunteers, with support from classroom teachers.

The Middle Grades Program is an in-school, economics and business curriculum for seventh-, eighth-, and ninth-grade students. It is organized around three major themes: *Personal Economics*, *Enterprise in Action*, and *The International Marketplace*. A business volunteer, who is a role model for the students, presents eight to 10 activities on one theme.

Economics is an in-school, one semester course introducing economics to high school sophomores, juniors, and seniors. The students use a textbook, a study guide, and computer software developed and produced by Junior Achievement. Theoretical concepts are enriched by the experience of organizing and operating a "student company," by a computer management simulation, and by weekly visits from a business volunteer.

The Company Program, the original Junior Achievement program, provides high school students with practical business experience through the organization and operation of a business enterprise. With the assistance of business volunteers, the students gain insights into the complexities and rewards of the American economic system.

The Company Masters Program provides an opportunity for students to extend their Junior Achievement learning experience. Through a simulation, students solve business problems and develop business leadership skills.

All Junior Achievement programs are field tested in classrooms and updated in response to comments from teachers, students, and consultants. Each program is evaluated by an independent research firm. The results of these evaluations are used to revise and improve the instructional materials.

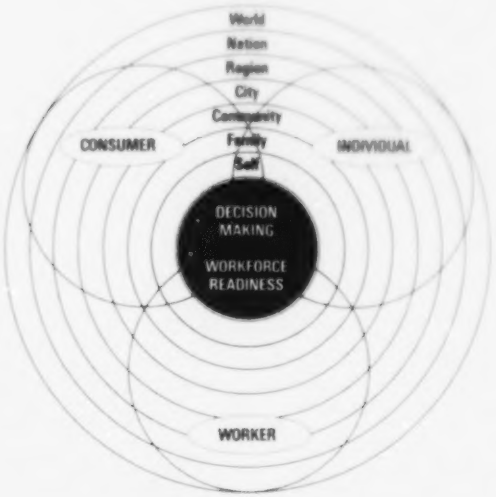
Junior Achievement Inc.
One Education Way
Colorado Springs, CO 80906

Program Overview

The Elementary School Program shows elementary school students the relevance of education to the workplace through a sequential business and economics curriculum. Its sequential approach helps the students understand their economic world and prepares them for academic learning and lifelong achievement. With a variety of hands-on activities delivered by a volunteer role model, students will better understand the relationship between what they learn in school and their successful participation in our economy.

Themes

The Elementary School Program is built on major organizing concepts appropriate for the elementary grades. The students will learn business and economic concepts and skills at each grade level that build on those taught in preceding grades. The illustration below shows the roles of the students, the context in which these roles are played, and the skills needed for successful participation in the free enterprise system.



Three important roles we assume in order to become contributing members of society are those of INDIVIDUAL, WORKER, and CONSUMER. The individual develops personal characteristics including a sound self-concept, taking responsibility, cooperating with others, and setting personal goals. The worker learns the value and importance of work, kinds of work people do, and employers' expectations. The consumer decides how to allocate scarce resources.

The framework in which these roles are carried out is the community. The community is an ever-expanding environment in which the students move from the immediate, concrete environment to a more global, abstract environment.

The skills needed to successfully operate within the economy are represented by DECISION MAKING and WORKFORCE READINESS. The decision-making skills represent a logical analysis of economic issues. Workforce-readiness skills represent those skills which enable the worker to adapt to workplace demands and expectations.

Goals

Our Community is designed to provide practical information about businesses and the many occupations found in those businesses in a typical city.

The goals of *Our Community* are to

- supplement the elementary social studies curriculum with business and economics-related skills and concepts.
- help the students discover a variety of occupations.
- discover what elements are typically found in a community.
- develop the students' awareness of which businesses operate within the community.
- increase the students' understanding of how government works to support services for the well-being of its citizens.
- heighten the students' awareness of how citizens must take responsibility for the well-being of their community.
- make the students aware of the importance of education for future career development.

Dear Consultant:

Junior Achievement appreciates the commitment you have made to the program's success. We are certain you and your students will find this program to be an informative, worthwhile, and enjoyable experience.

Program Materials

Each kit contains the materials you will need to successfully conduct the program. Please review all of the materials, and call your local Junior Achievement office if your kit is incomplete.

Guide for Consultants and Teachers

Each kit contains two guides. The guide for the teacher is in the Teacher Envelope. The guide's features are designed to keep your preparation time minimal.

Master List of Materials–The program requires that students use hands-on materials, so you will need to spend some time reviewing and organizing the materials prior to most classes. For your convenience, a master list of materials is provided.

Pre- and Post-program Questionnaire–Use before and after the series of activities to determine the level of student understanding.

Symbols–The symbol indicates that the information is primarily for the teacher, but consultants also may use the materials and teaching ideas.

The symbol indicates options for delivery.

Activity Plans

Overview–A summary of the activity is provided for consultants and teachers.

Objectives–Learning outcomes state skills and knowledge students will gain from each activity.

Preparation–Tips for getting ready for each session are provided here.

Time–Average time for the activity is 30 minutes.

Vocabulary–A list of the vocabulary words introduced in the activity is provided here. To ensure students' success, the teacher should review the vocabulary words with the students before each activity.

Materials–This section lists the materials needed for the activity. Supplementary materials may not be provided.

Presentation–This detailed script guides consultants through the activity and discussion, ensuring a smooth presentation of objectives. Margin notes suggest alternative strategies and give recommended time guidelines.

Summary and Review–Consultants are encouraged to reemphasize objectives before concluding each session.

Setting Personal Goals–In this section the students are encouraged to relate the activity to education goals and career opportunities.

Junior Journal Follow Up–Teacher-directed activities designed to reinforce the concepts and skills presented in the activity.

Interdisciplinary Activities–Teacher-directed activities that can extend student learning.

Certificates and Pins

Certificates of Achievement and Achievement pins for the students have been included in the kit to recognize their participation in the program. You will need to obtain an up-to-date class list from the teacher in order to complete the certificates. Please make sure you have signed each certificate and correctly spelled each student's name.

Plan with the teacher for the most effective way to distribute the certificates and/or the pins, and encourage the students to show them to their families.

Teacher Envelope

Included in your kit is an envelope that contains 1 Guide for Consultants and Teachers, 30 Letters Home, 30 Junior Journals, and 1 Comments form. Be sure to give the envelope to the teacher during your observation visit.

Preparing for Class

Schedule a class visitation and planning session with the teacher. Both visits will help you to determine the school's particular goals and objectives for the program and to learn the students' interests or needs. Discuss your program objectives with the teacher, and ask him or her about activities the students enjoy the most, their general abilities, and tips for classroom management. Give the teacher the Teacher Envelope.

Observing the Students

When you visit the classroom, remember what it was like to be in elementary school. What were your interests? What occupied your thoughts and time? How did you feel about yourself? How did you feel about adults? What were your friends like? Who were your favorite teachers? Why? How were you and your friends the same? How were you different?

It's true times have changed since you were in school, and so have the students. But not as much as you might think! If you take a few moments to answers these questions, you will be well on your way to understanding many of the students in your class.

While you are visiting the classroom, take note of the following:

- How many students are there? Knowing this will help you decide how to divide the class for small group activities.
- How does the teacher encourage orderly participation? For example, do the students raise their hands? How does the teacher handle interruptions?
- What does the teacher do to make each student feel important and at ease? Is there anything you would do differently?
- Does the classroom have a clock, or will you need to bring a watch?
- Where can you display the poster and the other visuals? Will you need tape or push pins to display them?
- How is the room arranged? Will you need to move desks or chairs for any part of your presentation?
- Will you be able to count on the teacher's help? Do you see any potential problems with your presentation or with the class? Try to discuss your observations with the teacher.

The most striking aspect of your class will be the wide variation in student ability, maturity level, and interests. In fact, you will quickly discover that your students have critical social, personal, and academic needs. That is one good reason for you to approach them with sincerity and respect. Learn their names, and compliment them to encourage their participation. When appropriate, award prizes such as cookies or candy (if permitted) or novelty items imprinted with your organization's logo. Finally, relate the activities to their current and future needs; personalize everything!

Meeting With the Teacher

While you have the primary responsibility for presenting the program, the teacher is crucial to the program's success. If this is your first visit with the teacher, give him or her the Teacher Envelope. Together with the teacher, scan the overview and objectives for each activity.

Ask the teacher:

- To describe the students' interests and abilities.
- To give you ongoing feedback on how to communicate effectively with the class.
- To review or introduce concepts to prepare the students for your visits.
- To stay in the classroom during your presentations to assist and discipline the students, when needed.
- To explain school policies and communicate any schedule or calendar changes to you. (Be sure to exchange phone numbers should either of you need to contact the other outside of class.)
- To help you acquire audiovisual equipment, if needed, and assist with field trip plans, when appropriate.

Reviewing the Activities

After you have observed the students and met with the teacher, you will have the background knowledge you will need for your class visits. The steps that follow may further help you plan your visits.

1. Read each activity plan and related student materials.
2. Review the objectives. Do they complement your goals?
3. Read the preparation requirements. Will you have enough time to gather the materials?
4. Visualize yourself presenting the activities. Decide whether the presentations need to be modified to suit your style.
5. Depending on your style and the students' interest and abilities, activities may take more or less time than expected. Overplan, but know how you can abbreviate an activity, if needed.
6. How can you enrich activities by drawing on your own experiences? Develop examples that are relevant to your class.

Teaching Techniques

Arrive early, but don't interrupt the class in session.

Wear your business attire.

Be enthusiastic and friendly. Use the students' names. They will consider this a sign of respect and personal interest. Reusable table tents on which the students can write their names are included in each kit.

Be yourself. Tell the students about your early aspirations and how you got your current job. Don't let any skepticism or indifference from the students dampen your enthusiasm.

Don't lecture for more than five to 10 minutes, and review the main points you wish to make. Use examples from your own experiences or those of the students, and avoid any use of ethnic or gender stereotypes.

Invite questions from the students and ask them questions to keep them involved and active. Give clues if the students don't respond, but don't answer your own questions. Try to involve as many students as possible, and occasionally call on students who have not raised their hands.

Use language the students can understand, but don't talk down to them.

At the beginning of the session, state the behavior you expect from the students. Reinforce this by praising examples of good behavior: "I really like the way Bobby is sitting up and listening."

Elementary school students will usually be very excitable and talkative. To get them to quiet down:

- let them know they must raise their hands before they speak;
- tell them they are being too loud, then wait until they are quiet to go on;
- encourage them to listen to others;
- speak to them in a quieter voice;
- stop speaking until they settle down;
- use the term "all eyes on me."

Never criticize a student's questions. All questions deserve an honest response. If you don't know an answer, offer to find it.

Avoid criticizing or rejecting wrong answers from the students. Instead, continue to guide students to the answer by clarification.

Give general instructions before dividing the class into small groups.

Circulate among small groups to answer questions and make sure the students are on task.

Know the school's policies regarding visitors.

Seek the teacher's advice; respect the teacher's authority and expertise in the classroom.

Leave discipline to the teacher.

Tailor your presentation to meet the needs of the students and the teacher.

In any contact with students be sure the teacher, another school-sanctioned adult, a local Junior Achievement staff person, or the student's parent or guardian is present.

Review the above tips often. But know that you'll be remembered because you cared about, were prepared for, and shared with the students.

Answers to the Pre- and Post-program Questionnaire

1. Answers will vary. Expect such responses as teacher, mayor, etc.

2. One person making an entire product.

3. Several workers making a product, each doing a special part.

4. Taxpayers.

5. Answers will vary.

6. Coins and bills issued by a government for use in buying or paying for goods and services.

Master List of Materials

Listed below are the materials needed for *Our Community*. Quantities are based on a class of 30.

Quantity	Item	Activity				
		1	2	3	4	5
1	Guide for Consultants and Teachers	•	•	•	•	•
1	Teacher Envelope (1 Guide, 30 Junior Journals, 30 Letters Home, 1 Comments form)	•	•	•	•	•
30	Table tents	•	•	•	•	•
1	Junior Achievement banner	•	•	•	•	•
1	How Does a Community Work? poster	•	•	•	•	•
30	How Does a Community Work? worksheets (version A)	•		•		
30	Job sticker sheets	•				
1	Box of crayons		•			
50	Donut sheets		•			
21	Ingredients sticker sheets		•			
30	How Does a Community Works worksheets (version B)			•		
3	$5.00 play money sheets			•		
15	$1.00 play money sheets			•		
8	Government job cards (on other side of business table tents)			•		
30	Pencils (not in kit)			•	•	•
1	I'm a Decision Maker sticker sheet				•	
3	Numbered tree pages				•	
1	Felt-tipped marker (not in kit)				•	
1	Decision Tree chart				•	
5	Ballot sheets				•	
1	Rap music tape					•
30	Money Moves worksheets					•
1	Cassette player (not in kit)					•
8	Business table tents (on other side of Government job cards)					•
6	Business cards					•
30	Certificates of Achievement					•
30	Achievement pins					•
1	Comments form	•	•	•	•	•

Pre- and Post-program Questionnaire

Name: _____

Read each question.
Write your answers on the lines.

1. Name two jobs that you would like to do in your community when you are older.

   (1) _____

   (2) _____

2. What is unit production?

   _____

   _____

3. What is assembly line production?

   _____

   _____

4. Who pays the police officer and the public school teacher?

   _____

   _____

5. Why do people make choices?

   _____

   _____

6. What is money?

   _____

   _____

Notes

HOW DOES A COMMUNITY WORK?

OVERVIEW

The students study a poster illustrating a community to identify typical jobs. They develop an awareness of how people live and work together in a community.

OBJECTIVES

The students will:

identify a variety of jobs in the community,

recognize how people live and work together in a community, and

become aware of a wide range of job opportunities.

PREPARATION

Review the activity and the list of materials. Identify both the obvious and some of the less obvious jobs included on the How Does a Community Work? poster. Also, familiarize yourself with each job to better address possible questions from the students. See page 13 for a copy of the poster to help you prepare.

Discuss the activity with the teacher. You may need the teacher's help as the students place stickers on the How Does a Community Work? worksheet (Version A).

Display the How Does a Community Work? poster and the Junior Achievement banner when you arrive. Also, ask the teacher to have the students write their names on the table tents and to position them before you arrive.

VOCABULARY

The following words may be new to the students:

community
job

TIME

30 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 30 How Does a Community Work? worksheets (Version A)
- 30 job sticker sheets
- 1 How Does a Community Work? poster
- crayons (not in kit)
- 1 Junior Achievement banner

PRESENTATION

7 minutes

Introduction

Greet the students by telling them about yourself, your school, your job, and the kinds of activities you do during a typical day. Think about the things you do that would interest students in this age group. This time is meant as an ice-breaker and an introduction to the activity.

You may need to limit this discussion time. See Teaching Techniques on page 5 for help.

Ask the students to think about people they know who work–parents, family members, and neighbors. What kinds of **jobs** do they have? Explain that together you will be talking about many kinds of jobs.

A **job** is a position of employment.

20 minutes

Activity

Display the How Does a Community Work? poster. Explain that a **community** has people who do many different jobs; it is an area where people live and work. Have the students look at the How Does a Community Work? poster displayed in the classroom. Tell the students they are going on a job hunt in a typical community to see how many jobs they can identify. Select four or five students to come forward. Ask each student to point to a person on the poster doing a job, identify the job, and describe what that person might do.

A **community** is an area where people live and work.

Give each student a copy of the How Does a Community Work? worksheet (Version A) so he or she will be able to find other jobs. As a whole-class activity, make a chalkboard list as the students identify about 10 jobs. Help students follow along by pointing to each job on the poster. Make sure the students understand what a person needs to do in this job.

As you point to people on the poster, ask the following questions to encourage discussion:

> What is this person doing?
> Why do we need this person in our community?
> Do you know someone who does this type of work?
> Would you like to do this type of work?

Give each student a sheet of job stickers. Review the chalkboard list and pick a job also shown on one of the stickers. Have students match the sticker with the appropriate spot on their worksheets. Demonstrate how to peel a sticker from the sticker page and place it over the appropriate spot on the worksheet. Be sure all students have made the correct match. There are 16 stickers to be matched. Complete as many as time will allow, then leave the rest for a teacher follow-up activity.

The stickers can be moved easily about twice before they stick permanently. Those students who finish quickly should be encouraged to color their worksheets.

Call time. Have several students collect the trash left from the sticker pages and put it in a wastebasket. Encourage the students to recognize how important it is to keep the community clean.

Summary and Review

3 minutes

Have the students look at their individual worksheets and "walk through" the community, identifying businesses and their related jobs. This introduction to a community will be helpful for future activities. Ask the students,

Leave materials with the teacher for students who are absent today.

What type of jobs do people do who work here?
Do we need this business in our community?
Do you know someone who works in a business like this?
Would you like to work for a business like this?

Ask the students to locate Sweet "O" Donuts on their worksheets. Tell them they will be learning about this business when they do the next activity.

The poster on page 13 marks Sweet "O" Donuts with a circle.

Explain to the students that the reason for the job hunt was to have them identify a variety of jobs in the community. Ask the students,

Why are there so many jobs and businesses in this community?
Because the people who live in a community have many needs. Communities need the special skills of many people working together.

What type of job would you like to do when you grow up?

Be sure to have the students write their names on their worksheets so you can distribute them easily in activity 3. Pick up and save the worksheets for the teacher to finish with the students if they did not have time to complete them. Have the teacher write the names of any students who were absent on extra copies of the worksheet, because the worksheets will be used in The Role of Government.

The teacher should save the table tents for the next activity. Also, if you leave the poster in the classroom, there is a copy for you on page 13 to help you prepare for the next activity. Be sure to let the students know when you will return.

Setting Personal Goals

Emphasize the following:

It is important to stay in school and get good grades.
They have many years to decide what type of job they would like to do.
They should be aware that they can be anything they want to be.

Tell the students to find the teacher and the students on the poster. Ask the students what the teacher is doing and, especially, what the students are doing. Remind them that coming to school each day and doing their best prepares them for the jobs they will want in the future.

For the Teacher

Junior Journal Follow Up

The activity on page 1 of the Junior Journal is designed as a follow up to *How Does a Community Work?*

Answers: Frank, lunch time, and other answers will vary.

Interdisciplinary Activities

Language Arts

Using the list of jobs generated by the students during the activity, develop a spelling/vocabulary list of words for the students.

Have the students find out what skills are needed for each job. Discuss how they can gain those skills through what they learn in school.

Have the students describe their ideal job. Would they like to work by themselves, with others, in an office, or outside?

Do a class brainstorming activity about how jobs might be different in 50 or 100 years.

Visit the school library. Have the students select books about various jobs. Read and share with classmates.

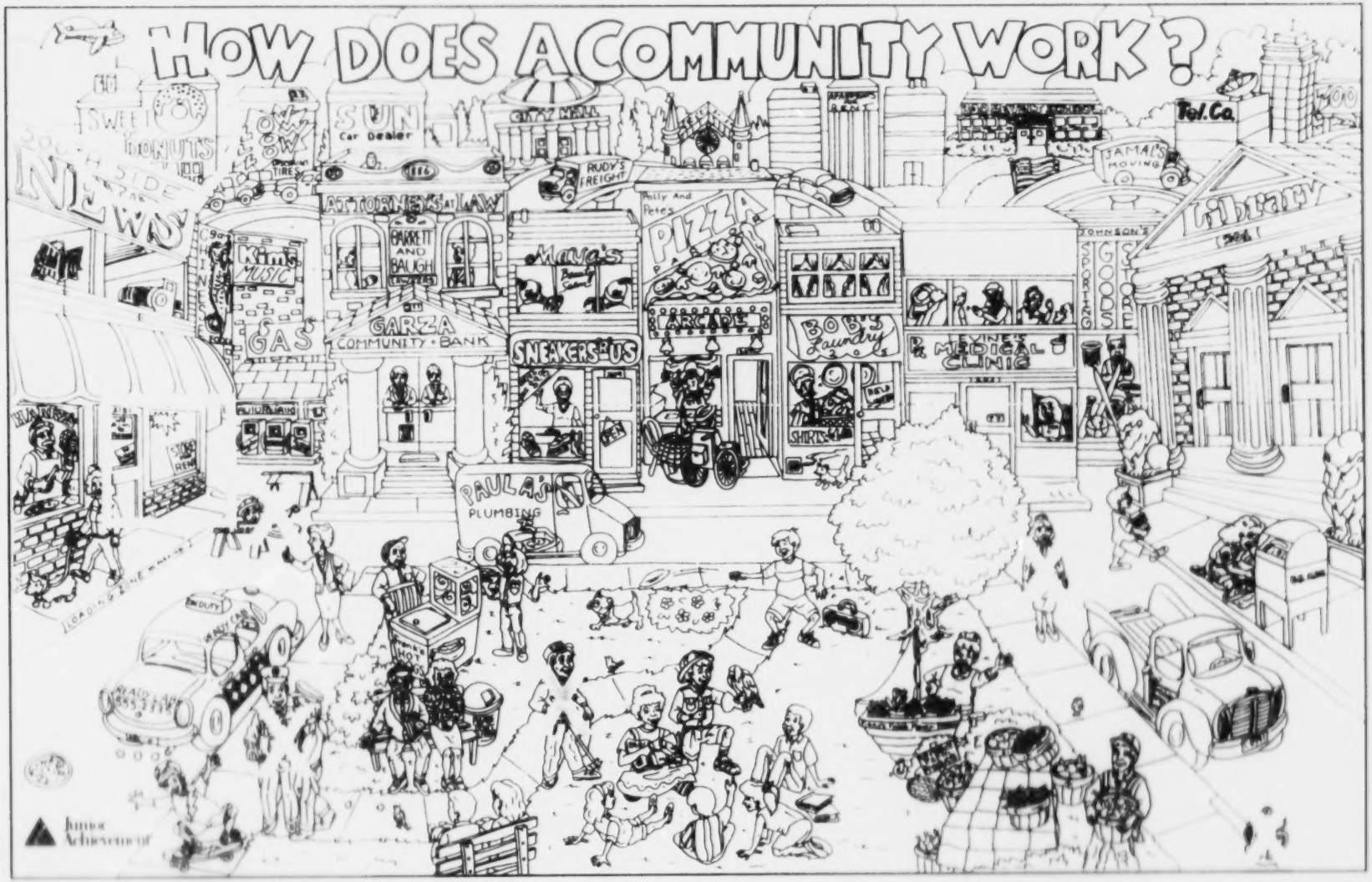
Develop a list of the various jobs within the school community.

Math

Using the poster, create math problems, such as: If I take five shirts to Bob's Laundry, how much will I have to pay?

Art

Have the students draw a picture of a store they would like to own, and name the store.



According to the U.S. Postal Reorganization Act, signed into law on August 12, 1970, the U.S. Postal Service is a government owned nonprofit corporation

Sweet "O" Donuts **The Role of Government** **A New Business**

SWEET "O" DONUTS

OVERVIEW

The students, individually and in groups, use different production strategies to simulate producing donuts for Sweet "O" Donuts.

OBJECTIVES

The students will:

define production,

compare unit and assembly line production methods, and

explain that different strategies are used to produce different types of products.

PREPARATION

Review the activity and the list of materials. In order to involve all students in the production process, consider adding steps, repeating the process, or organizing several teams to work simultaneously. Ask the teacher to help you assign students to teams. See page 13 for a copy of the poster to help you prepare.

Discuss the activity with the teacher. Because of the detail of the donut production activity, a "walk-through" is strongly recommended.

Wear a watch that registers seconds.

Use the table tents from the last activity. Display the How Does the Community Work? poster and the Junior Achievement banner when you arrive.

You may want to bring a treat of donut holes for the students. Before you bring them, ask the teacher if food is allowed in the classroom and when to serve it. Check to see if some students have food allergies.

VOCABULARY

The following words may be new to the students:

assembly line production
defect
production
unit production

TIME

30 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 50 donut sheets
- 1 box of 4 crayons
- 1 How Does a Community Work? poster
- 21 ingredient sheets
- 1 Junior Achievement banner

PRESENTATION

Introduction

5 minutes

Briefly review the previous activity. Say that today you will look at one business in the community. Ask the students:

The copy of the poster on page 13 marks Sweet "O" Donuts with a circle.

Do you like donuts?
What is your favorite kind?
How many of you have ever made donuts?
Would you like to know how they are produced?

Write the word **production** on the chalkboard. Define it for the students.

Production is making something.

Have the students locate the Sweet "O" Donuts business on the How Does a Community Work? poster. Tell the class they are going to produce paper donuts.

Tell the students to listen carefully as you explain the steps in producing donuts. Write each key word (mix, shape, flavor, and check) on the chalkboard. Demonstrate the production process.

DONUT PRODUCTION

1. MIX the donuts by putting one of each ingredient sticker on the back of each donut. Talk about each ingredient (e.g., milk, eggs, flour).

2. SHAPE the donuts by punching them out from the perforated sheets.

3. FLAVOR the donuts by coloring the center of each donut (e.g., red = strawberry, blue = blueberry, yellow = lemon).

4. CHECK to be sure the donuts have been made correctly. (A checklist is on page 16.)

Write **unit production** and **assembly line production** on the chalkboard and define the terms for the students. Tell the students they will use these two methods of production to determine which method is most successful in producing flavor-filled donuts. To help the students understand how products might be better produced using each method, write the following words on the chalkboard and ask, "Which of these products would you expect to be made by assembly line production and which by unit production? Why?"

Unit production is one worker making a complete product.

Assembly line production is several workers making a product, each doing a special part.

televisions	cars
paintings	birthday cakes

Activity

20 minutes

Display the How Does a Community Work? poster. Explain that you will choose two teams to produce donuts. Each team will have two minutes to produce as many donuts as possible. After each two-minute production period, the teams will use the following checklist to decide which donuts passed inspection.

CHECKLIST

- ✓ Neat.
- ✓ Three ingredient stickers.
- ✓ Donuts flavored.

Unit Production

The five students have to share supplies.

Identify a group of five students and ask them to push their desks together to create a work space, or use a table in the classroom. The group should be centrally located so the entire class can see the production process. In the center of the work space, place one sheet of perforated donuts, three sheets of ingredient stickers (one of each ingredient), and one box of crayons.

If you plan to repeat the activity several times so that everyone can participate, reduce the time to one minute.

Tell the group of students it will be using the unit production method—each student will produce complete donuts. Emphasize they must know *all* the steps. They will have two minutes to produce as many donuts as possible. Be sure the students understand the production process. Use the production process you wrote on the chalkboard to review, if necessary. Remind the students that each person is responsible for his or her best effort.

Be sure to encourage the students during the production process.

Use a watch that registers seconds to give the signal to begin. Watch the process carefully. As each sheet of perforated donuts or ingredient stickers is used, supply another, and continue the process for two minutes.

A **defect** is something that is produced incorrectly.

Call time. Ask the production teams to check the donuts and decide which donuts match the checklist and can be offered for sale. The donuts must match everything on the checklist. If a production team finds a **defect**, the donut should be discarded and not be counted in the total. Define defect for the students.

Copy the Production Record on the chalkboard and record the appropriate production quantities.

PRODUCTION RECORD

Group	Time	Production Amount
1 (Unit)	2 Minutes	_____ Donuts
2 (Assembly Line)	2 Minutes	_____ Donuts

Option: Consider using the different production methods with the same team of students.

Assembly Line Production

Identify a group of five students and ask them to push their desks together to create a workspace, or use a table in the classroom. Tell the group of students it will be using the assembly line production method. Remind the students of the difference. Explain the specific assembly line task each student must do to complete the production

process. For your explanation, it may be effective to refer to the production process you wrote on the chalkboard.

As you explain a specific task to each student, give him or her the appropriate production materials. A review of the production process is as follows:

Student 1, milk	Put one dot of milk on the back of each donut. Do not remove the donuts from the sheet. Pass the sheet to student two.
Student 2, eggs	Put one dot of eggs on the back of each donut. Do not remove the donuts from the sheet. Pass the sheet to student three.
Student 3, flour	Put one dot of flour on the back of each donut. Do not remove the donuts from the sheet. Pass the sheet to student four.
Student 4	Remove each donut from the perforated sheet and pass one at a time to student five.
Student 5	Receive a donut and color its center. Stack the donuts for inspection by the team.

If time allows, repeat the process for both unit and assembly line production, selecting five new students to participate in each process until everyone has participated.

Ask the students if they understand their roles in the production process. Remind the other students that they should watch the process carefully. Using a watch that registers seconds, give the signal to begin. Call time at two minutes.

Have the production teams follow the same process used during unit production to check each completed donut. Record the production quantities on the Production Record you put on the chalkboard.

Summary and Review

5 minutes

Using the numbers on the Production Record, have the students compare production quantities. Note that each group had the same number of workers, yet one group was able to produce more. Ask the students the following questions:

Leave materials with the teacher for students who are absent today.

Which group produced the most donuts?
Which production method did it use? How were the methods different?
Is it better to work by yourself or as a team? *It depends on the product. In fact, you may think of a better way than the two methods you saw today.*
If you had a second chance, what would you do differently?

Have the teacher save the table tents for the next activity. Also, if you leave the poster in the classroom, there is a copy for you on page 13 to help you prepare for the next activity. Be sure to let the students know when you will return.

Setting Personal Goals

Ask the students why sharing, communicating, listening, and following directions are important in producing products. Ask them to explain why other skills like reading, writing, and arithmetic also are important. Reinforce that coming to school every day and, doing their best, will give them these skills.

Junior Journal Follow Up

The activity on page 2 of the Junior Journal is designed as a follow up to *Sweet "O" Donuts*. Answers will vary.

Interdisciplinary Activities

Language Arts

Read Chapter III, "The Donuts," from *Homer Price* by Robert McCloskey. What would the students do if their donut machine broke?

Create a story about how donuts came to be or why most donuts have holes.

Have the students write about "My life as a donut."

Have the students create their own donut recipes.

Have the students write a commercial for Sweet "O" Donuts.

Math

Have the students work in groups of three or four to survey eight to 10 students on the playground to determine their favorite kinds of donuts. Then develop a bar graph or pictograph to illustrate the survey data.

Have the students figure out how many 25-cent donuts they can buy with $10. Vary the price of donuts.

Social Studies

Have the students go to the library and find out the history of donuts.

Field Trip/Resource Speaker

Visit a donut shop. Ask the manager to explain his or her method of production and how he or she develops recipes, measures ingredients, and makes a profit.

THE ROLE OF GOVERNMENT

OVERVIEW

The students learn about the economic role of government in a community by identifying services that government provides to citizens. The students also recognize that government must collect taxes from everyone to pay for these services.

OBJECTIVES

The students will:

recognize government jobs in the community and

understand why government collects taxes to provide services for everyone.

PREPARATION

Review the activity and the list of materials. Collect newspaper and magazine pictures illustrating government services in your area. See page 13 for a copy of the How Does a Community Work? poster to help you prepare.

Discuss the activity with the teacher. Government is an abstract and sometimes difficult concept (even for adults), but it is critical to get the students to develop some kind of working definition if they are to successfully complete the activity.

Cut apart the money before you arrive. Please note that the Government Job cards are on the other side of the Business table tents.

Use the table tents from the last activity. Display the How Does a Community Work? poster and the Junior Achievement banner when you arrive.

VOCABULARY

The following words may be new to the students:

government
services
taxes

TIME

30 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 30 How Does a Community Work? worksheets (Version B)
- 30 How Does a Community Work? worksheets (Version A, students completed in activity 1)
- 3 $5.00 play money sheets
- 1 How Does a Community Work? poster
- 8 Government Jobs cards
- 30 pencils (not in kit)
- 15 $1.00 play money sheets
- 1 Junior Achievement banner

PRESENTATION

5 minutes

Introduction

Take one or two minutes to review the previous activities. Remind the students that a lot of people live and work together in a community. Tell the students that today you will talk about another part of the community—the government.

20 minutes

Activity

Display the How Does a Community Work poster. Ask the students to push their desks together so they can work in teams of two. Once they are settled, distribute to each student one copy of the How Does a Community Work? worksheet. Distribute the Version A worksheets the students completed in the first activity.

Ask the teacher to help you pair the students.

A copy of the How Does a Community Work? poster is on page 13. Each missing item is marked with an X.

Have the students quietly work together to compare the two similar community posters and locate six things on Version A that are missing on Version B. They should put a large X to mark each spot on Version B where something is missing. Students may need help getting started. Show them how to compare pictures and how to make their marks. If the students have difficulty, tell them there are five people and one thing missing.

Give the students about five minutes to finish, but call time earlier if the groups move quickly. Once time is called, go around the room and ask one person from each group to identify *one* missing item until the six items have been identified. Make a list on the chalkboard:

2 police officers	1 park worker	1 fire hydrant
1 utilities worker	1 military officer	

When the six items have been identified, ask the students:

> What job does each person do?
> Why is the fire hydrant important to the community?
> Is each item or person important to the community? Why or why not?

Government is an organization that helps the community by providing services that benefit everyone.

Services are things people do to help others.

Write the word **government** on the chalkboard. Explain that the five people and one thing missing from the poster show ways that government helps people. Point out to the students that, according to the U.S. Postal Reorganization Act, signed into law on August 12, 1970, the U.S. Postal Service is a government-owned nonprofit corporation. As such, it is self-supporting; tax dollars do not support the U.S. Postal Service. Consequently, its workers are U.S. Postal Service employees, not government employees, although they are entitled to civil service benefits. Ask for volunteers to define the word *government* and describe some of the **services** it provides. Define it for the students.

Students may have difficulty understanding the concept of government. Keep in mind that you are introducing the concept; it is not necessarily meant to be mastered.

Further define government by showing current event pictures you clipped from local newspapers, such as pictures of police, weather maps, parks, and schools. Try to keep the pictures simple and as large as possible.

As the students look at the poster, explain that what they see is our government providing services—working to provide for our daily needs. Students should understand that the government collects money (called **taxes**) from all people to use in paying for or providing services wanted by all the members of a community. Students should understand that it is best if all people join together and pay for things that will benefit everyone. Everyone in the community does not need his or her own street, fire truck, police officer, or street cleaner, but everyone benefits from these services.

Taxes are money that people must pay in order to support a government.

You may want to talk about how dropping trash, breaking things in the park, or spray painting graffiti ruin our property, because we own it as taxpayers. Ask the students the following questions:

"Do you have to pay a police officer to help you if you want to cross the street?"

"Do you have to pay the city fire department if your house catches fire and the fire department puts it out?"

"Who pays the police officer and the employees of the fire department?"

"Where does the money come from to pay them?"

Explain that the government pays these people with the taxes it collects from everyone.

"If the price of a candy bar is 30 cents, but you have to pay 32 cents, what is the extra money you pay called?"

You may want to change the item to a toy or another item if you live in an area where food is not taxed.

This example illustrates a sales tax, however, you may want to point out that people also pay property taxes and income taxes.

"If no one paid taxes, what would happen?"

No fire or police protection, no schools, no parks, etc. The students need to understand that we all pay taxes to help support a better quality of life.

Ask the students to look at the How Does a Community Work? poster. Now that the students have a better understanding of what government is, take a "walk" around the How Does a Community Work? poster and ask them to identify other examples of government. The students should be able to identify such things as the library, city hall, streets, bridges, the school, the public school teacher, and the zoo. Personalize the discussion by asking the students if they have ever seen these people and items.

You may need to point out other government services to the students.

Select eight students to be government workers. Ask them to come forward, and give each a government job card. As you do, tell the class which government job the card represents.

Public school teacher	Park worker	Mayor	Tax collector
Police officer	Fire fighter	Librarian	Military worker

Tell all the students who are seated they are Sweet "O" Donut workers. Explain that today is payday, and give every student—both government and Sweet "O" Donut workers—$10 (one $5 bill and five $1 bills). Ask the students where they think Sweet

"O" Donuts gets the money to pay its workers. (From the sale of its donuts.) Then ask the students where they think the government get its money to pay its workers. (From taxes.) Say, "I need everyone to pay me $2 in taxes." Walk around the room and collect $2 from every student.

Have the students who represented government workers return to their desks.

5 minutes

Leave the materials with the teacher for students who are absent today

Summary and Review

Review by asking the students, "Who pays taxes?" (Everyone.) Explain that there are different kinds of taxes. Then ask, "What does the government do with taxes people pay?" (It pays the government workers who provide services.)

Point to the word government that you wrote on the chalkboard. Discuss ways we can help our government: for example, pick up trash, report a crime, or use fire safety. Tell the students they can take both How Does a Community Work? worksheets (Version A and Version B) home to color. Also, let them keep their money.

Have the teacher save the table tents for the next activity. Also, if you leave the poster in the classroom, there is a copy for you on page 13 to help you prepare for the next activity. Be sure to let the students know when you will return.

Setting Personal Goals

Ask the students if they know someone who works for the government. Ask them if they would like to work for the government and what type of job they would like to do. Ask them what skills they would need to do their jobs. Reinforce that coming to school every day and doing their best will give them these skills.

For the Teacher

Junior Journal Follow Up

The activity on page 3 of the Junior Journal is designed as a follow up to *The Role of Government*. Answers will vary.

Interdisciplinary Activities

Language Arts

Have the students write a letter to the mayor or other government official to discuss community concerns from the students' viewpoint.

Have the students write or record an imaginative story: "If I were the mayor" (or other government worker).

Have the students role-play various government roles like mayor, city council member, fire fighter, or teacher. What do these individuals do every day?

Have the students read *All About Things People Do* by Chris Rice (Doubleday).

Field Trip/Resource Speaker

Take a field trip to any community government office. Check the government section of The Yellow Pages for ideas. Arrange for a guided tour. Invite a government official from your community to visit your classroom to discuss a current issue.

A NEW BUSINESS

OVERVIEW

The students determine the best use for the empty store on the How Does a Community Work? poster. The step-by-step decision-making process helps students understand how group decisions are made.

OBJECTIVES

The students will:

define choices,

practice using a decision-making model, and

recognize the need to make decisions carefully.

PREPARATION

Review the activity and the list of materials. See page 13 for a copy of the How Does a Community Work? poster to help you prepare.

Discuss the activity with the teacher. Find out if the students have participated in decision-making activities before. To keep the discussion simple, choices have been limited to three. If these choices are inappropriate for your local area, offer different ones.

Use the table tents from the last activity. Display the How Does a Community Work? poster and the Junior Achievement banner when you arrive.

VOCABULARY

The following words may be new to the students:

choice
decision

TIME

30 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 1 I'm a Decision Maker sticker sheet
- 3 numbered tree pages
- 1 felt-tipped marker (not in kit)
- 1 Junior Achievement banner
- 1 How Does a Community Work? poster
- 1 Decision Tree chart
- 5 ballot sheets
- 30 pencils (not in kit)

PRESENTATION

5 minutes

Introduction

Remind the students how pleased you are with their study of the community. Display the poster and refer to it as you review the activities. Remind them that they have learned a lot about various community jobs, the difference between unit production and assembly line production, and how the government makes the community a better place to live.

A **decision** is to make a choice.

Ask them what **decisions** they made today, such as what to wear, what to eat, and when to finish a homework assignment.

Tell the students you want them to pretend they live in the community shown on the poster. Explain to the students that today they will make an important **decision** for the community.

The poster on page 13 marks the empty store with a square.

Explain to them that you have noticed an empty store in the poster. Ask the students to look closely at the How Does a Community Work? poster, and locate the empty store.

Choice is being able to pick from more than one.

Tell the students that you have contacted the building's owner. She has said that she has three offers or requests to rent the store, but she can't decide which offer to accept. Tell the students that the owner will gladly take their advice about which type of business should be allowed to rent the store. It should be something that will benefit the entire community. Explain that they must make a choice about which business should be placed in the empty store. Write the word **choice** on the chalkboard.

Continue to use a lot of enthusiasm to encourage the students' participation. Tell them that this decision is serious; it will affect many people and the future growth of the community.

20 minutes

Activity

Tape the large, blank Decision Tree poster to the wall. Encourage the students to listen closely so they will be able to make a good decision.

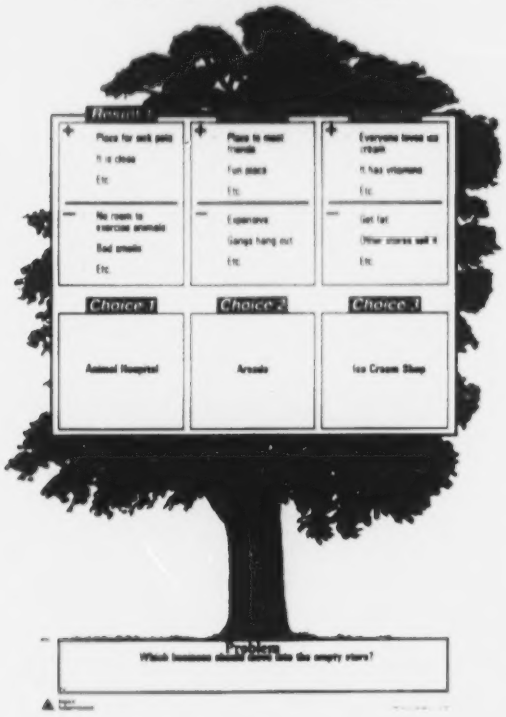
STEP 1: What is the problem?
Point to the blank "Problem" box at the bottom of the chart and ask "What is the problem?" Make sure that all the students understand and agree on the problem: *Which business should move into the empty store?* In the blank box use a felt-tipped marker to write the problem. Remind the students to think about which choice would be best for the community and not just for themselves.

STEP 2: What are the choices?
Move up the tree to the bottom row of blank boxes labeled Choice 1, Choice 2, and Choice 3. Tell the students the owner's three choices: (1) animal hospital, (2) arcade, and (3) ice cream shop. Write each choice in one of the blank boxes. Build interest as you announce each choice. Remind the students that they should consider the type of business that would be best for the community. Ask the students, "Why can't you choose more than one?" *Because there is only one empty store.*

STEP 3: What are the results or consequences of each choice?
Talk about each choice and help the students suggest good or bad results if that business moved into the empty store. Write their responses in the appropriate "+" or "-" results box.

Encourage as much discussion as possible to enable the students to become comfortable with the decision-making process. Encourage the students to practice such skills as thoughtful listening and cooperation. Remember, accept all responses.

Decision Tree



Once you have worked through the decision-making process, review the completed Decision Tree. Tell the students that they must now decide the best choice for the use of the store. Explain that reaching decisions can sometimes be difficult; every decision usually has several choices. Encourage them to think about the pluses and minuses for each choice. Tell the students to look at the possible choices and make their own decisions, but not to tell anyone.

Write each choice (animal hospital, arcade, and ice cream shop) on one of the three numbered tree pages provided, and place the pages on the walls around the room.

Point to the pages you placed on the walls. Explain that the numbers match the choices for the use of the empty store. Explain that they will now vote to make the decision on which choice will be selected. Distribute the ballots and ask the students to circle their personal choice. Ask them to go and stand under the numbered choice they chose. The numbered choice with the most votes will be their decision and their suggestion to the owner.

Before the students move, be sure they understand the voting process and where to stand.

Once the students have gathered under the numbered choices, ask them to look at how their fellow classmates voted. Count the votes for each decision and write the totals on the chalkboard. Announce the decision based on which choice had the most votes. Ask a few students to explain why they chose one choice over the other. Encourage discussion. Ask the students to return to their desks.

Since students may be persuaded to join their peers, be sure to recognize those students who followed their convictions and were willing to stand apart from the popular group.

If there is a tie in the votes, either ask the students to vote a second time and see if the decision is the same, or ask the teacher to break the tie. If possible, it would be best to have the students have the final voice in the voting process. This would provide ownership in the decision-making process.

If the students become agitated because their choices were not selected, explain that this situation sometimes happens in real communities. Stress that communities must respond to the majority and do what is in the best interest for the total community.

5 minutes

Summary and Review

Leave materials with the teacher for students who are absent today.

Distribute an I'm a Decision Maker sticker to each student. Remind the students that they have to make decisions every day like what clothes to wear, what games to play, what friends to visit, how to spend money, and what to eat. All decisions have trade-offs. By picking one choice, they have to give up one or more others. It is important for everyone to make choices carefully. Ask the students if they can give examples of decisions they have made today and the things they had to "give up" to get their choice.

Have the teacher save the table tents for the next activity. Also, if you leave the poster in the classroom, there is a copy for you on page 13 to help you prepare for the next activity. Be sure to let the students know when you will return.

Before you leave, check with the teacher to be sure you have enough Achievement pins and Certificates of Achievement to award the students on your last visit. Obtain an up-to-date class list from the teacher so you can prepare the certificates.

Setting Personal Goals

This is an excellent time to stress to the students that they will make many decisions throughout their lives. Reinforce that the way they made decisions today will help them think about their choices. Say, "When you have to make a decision you should always think:

What is the problem?
What are my choices?
What are the results of each of my choices?"

Junior Journal Follow Up

The activity on page 4 of the Junior Journal is designed as a follow up to *A New Business*. Answers: 3 birds, 1 cat, 2 dogs, 1 eagle.

Interdisciplinary Activities

Language Arts

In small groups, have the students brainstorm ideas about how an empty school room might be used. Have them discuss the pros and cons and use the Decision Tree. Discuss the idea of the school as a small community.

Math

Have the students look at the poster and count how many places there are to buy food, to buy something to read, and to buy clothes/shoes. How many different types of transportation can they find?

Art

Have the students create a community floor map by making different buildings from various size containers and cover them with construction paper.

Field Trip/Resource Speaker

Have the students interview store owners on how they decided what types of businesses to start.

Invite an architect or a builder to come to the class to discuss his or her job and how he or she designs or constructs a building.

Invite a building inspector and have the students interview him or her about what he or she looks for when inspecting a building for safety.

MONEY AND BANKING

OVERVIEW

The students learn about money and why it is important to the community.

OBJECTIVES

The students will:

identify circumstances of money being exchanged for goods or services and

recognize how money is used in a typical community.

PREPARATION

Review the activity and the list of materials. This activity has an optional rap music tape. Check with the teacher to secure a cassette player. See page 13 for a copy of the How Does a Community Work? poster to help you prepare.

Discuss the activity, and review the Money Moves worksheet and the instructions on the next page with the teacher.

If Achievement pins and Certificates of Achievement will be distributed at the end of the class period, check with the teacher in advance to determine how they should be distributed. Make sure you have signed each certificate and correctly spelled each student's name.

Use the table tents from the last activity. Display the How Does a Community Work? poster and the Junior Achievement banner when you arrive.

VOCABULARY

The following words may be new to the students:

bank
money

TIME

30 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 1 rap music tape
- 30 pencils (not in kit)
- 30 Money Moves worksheets
- 6 Business cards
- 1 Junior Achievement banner
- 1 How Does a Community Work? poster
- 30 Achievement pins
- 30 Certificates of Achievement
- 1 cassette player (not in kit)
- 8 Business table tents

PRESENTATION

Introduction

2 minutes

Briefly review the previous activities. Tell the students how pleased you are with all of the work they have done together to learn about how a community works. Tell the students that today they will be talking about money and how people use it.

Activity

20 minutes

Display the How Does a Community Work? poster. Call on a volunteer to find the Garza Community Bank and describe what happens there. Define the words **bank** and **money** and encourage a discussion about how people use money and spend money.

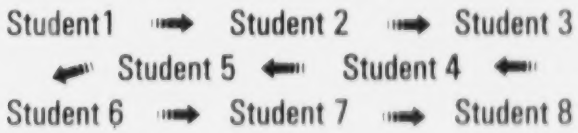
A **bank** is a business that keeps money safe and lends money to people and other businesses.

Distribute the Money Moves worksheet. Explain that you are going to choose eight students to role-play how the quarter moves through the community. Ask the class to find the businesses on their worksheets on the How Does a Community Work? poster.

Money includes coins and bills the government prints. It is used to buy or pay for the things we need and want.

Directions for Role-Play

1. Choose eight students and follow this seating diagram:



2. Distribute Business Table Tents and Business Cards.

Student	Business Table Tent	Business Card(s)
1	U.S. Mint	Quarter
2	Garza Community Bank	None
3	Polly & Pete's Pizza	Pizza
4	Harry's Market	Apron, Cheese
5	Bob's Laundry	None
6	Fiona's Fresh Flower Float	Rose
7	Sneakers 'R' Us	Sneakers
8	Larry	None

3. Role-Play

Students trace the path of a quarter by exchanging the quarter for a good or a service. After the exchange has been made, they return to their Business Table Tents.

1. U.S. Mint gives quarter to Garza Community Bank.
2. Garza Community Bank uses the quarter to buy pizza from Polly & Pete's Pizza.
3. Polly and Pete's Pizza uses the quarter to buy cheese from Harry's Market.
4. Harry's Market uses the quarter to clean his apron at Bob's Laundry.
5. Bob's Laundry uses the quarter to buy a rose from Fiona's Fresh Flower Float.

6. Fiona's Fresh Flower Float uses the quarter to buy sneakers from Sneakers 'R' Us.
7. Sneakers 'R' Us gives the quarter to Larry.
8. Larry saves the quarter by putting it in the Garza Community Bank.

When the students have completed the role-play, play the audio tape. As the students listen to the words, they should use their pencils to trace the quarter's path through the community.

Ask the students,

Why does the quarter travel so much?

What would happen to the businesses and people in the community if the quarter did not travel?

3 minutes

Summary and Review

Leave materials with the teacher for students who are absent today

Tell the students why all of the activities are important. Reinforce that learning how a community works will help them to be successful in their daily lives. Tell them you have enjoyed being with them.

Setting Personal Goals

If you haven't done so already, now is a good time to emphasize the importance of staying in school. Tell them that they need to be aware of how community events affect their lives. As they complete their education, they may have an opportunity to do a job in their community that will require them to make decisions.

5 minutes

PROGRAM CLOSURE

Tell the students that because of their excellent participation during your visits, you are going to give each a Certificate of Achievement and/or Achievement pin. According to arrangements with the teacher, distribute the certificates and pins. Make sure the students understand the importance of what they have been studying. They should realize why you thought it was important to visit and work with the class.

Junior Achievement

PURPOSE

To educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

To accomplish this we value:

Integrity

We use the highest ethical standards to make decisions that maintain our customers' trust and respect.

Respect for the Individual

We value people for their diverse and unique contributions to our organizational efforts.

Personal Development

We provide and encourage opportunity for our students, volunteers, and staff to grow personally and professionally.

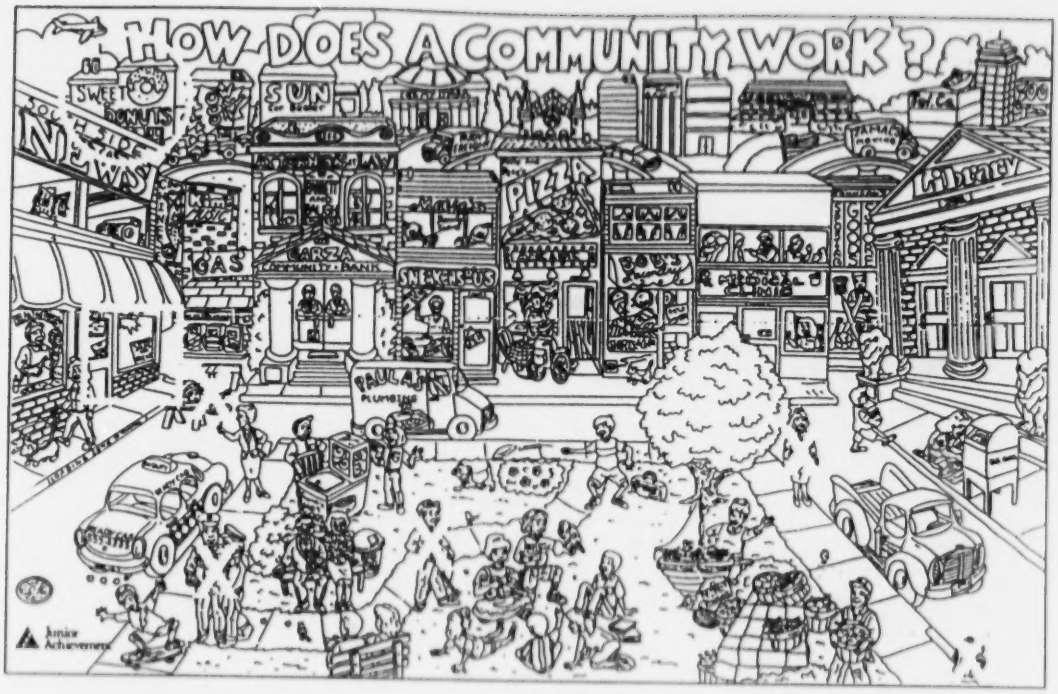
Enterprising Spirit

We value energetic and imaginative pursuit of ideas to create, innovate, and improve our products, performance, and services.

Teamwork

We value individual initiative within teams.

Junior Achievement



Our Community

Student Materials

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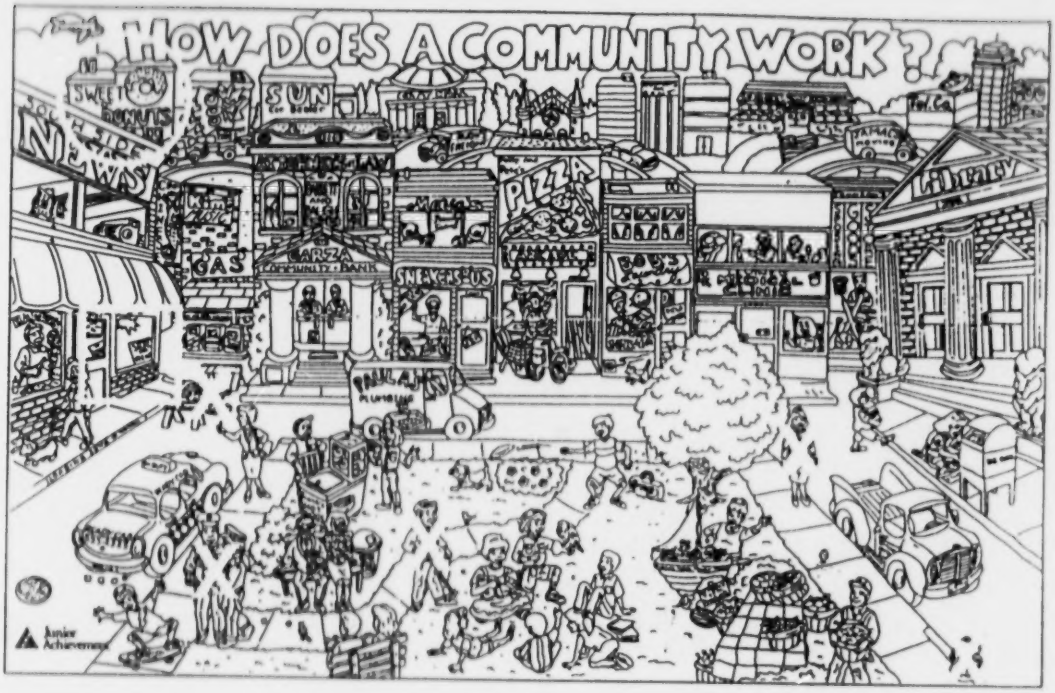
Junior Achievement, Inc.
Colorado Springs, Colorado



Our Community

Money & Banking Tape

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Junior Achievement, Inc.
Colorado Springs, Colorado

Letter Home

Junior Achievement has developed programs for elementary, middle, and high school students. This program—*Our Community*—will help students to understand what work is and how it gives us the money we need to buy the things we want. A volunteer from your community will present several lessons, stressing the importance of education and skills needed in the workplace.

We are sure your child will benefit from our program and, we hope, will join in other Junior Achievement programs.

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LETTER HOME—Teacher Envelope

Junior Achievement®

What Is Junior Achievement?

Junior Achievement is a not-for-profit organization that serves young people through its partnership with the business and education communities. Its purpose is to educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

How Do I Get Involved?

All of Junior Achievement's programs are delivered in classrooms by volunteers like you. To find out more information, contact your local Junior Achievement office

Version A

Name: _____

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HOW DOES A COMMUNITY WORK WORKSHEET, VERSION A—Activity 1

Version B

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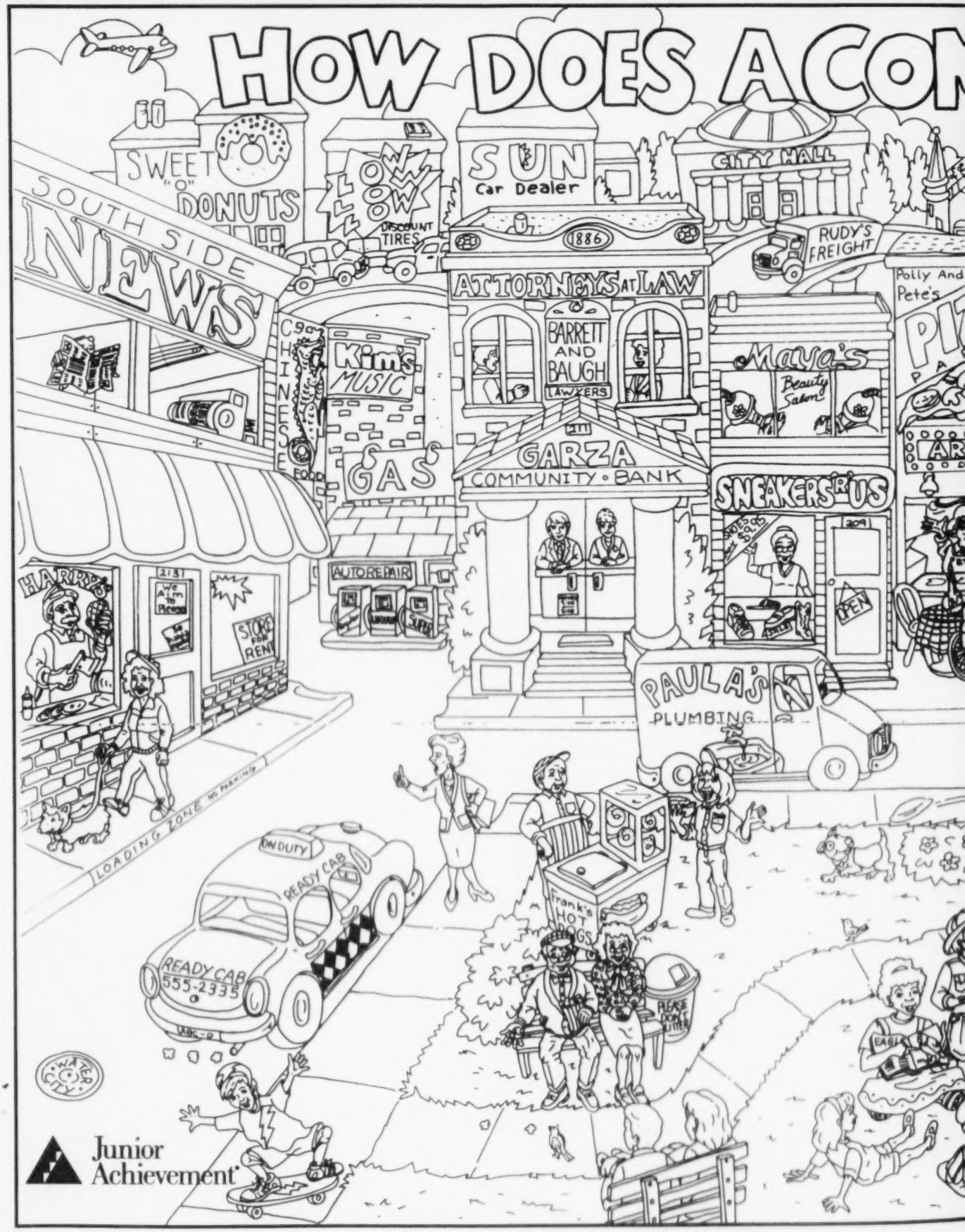
HOW DOES A COMMUNITY WORK WORKSHEET, VERSION B—Activity 3

Name: _____



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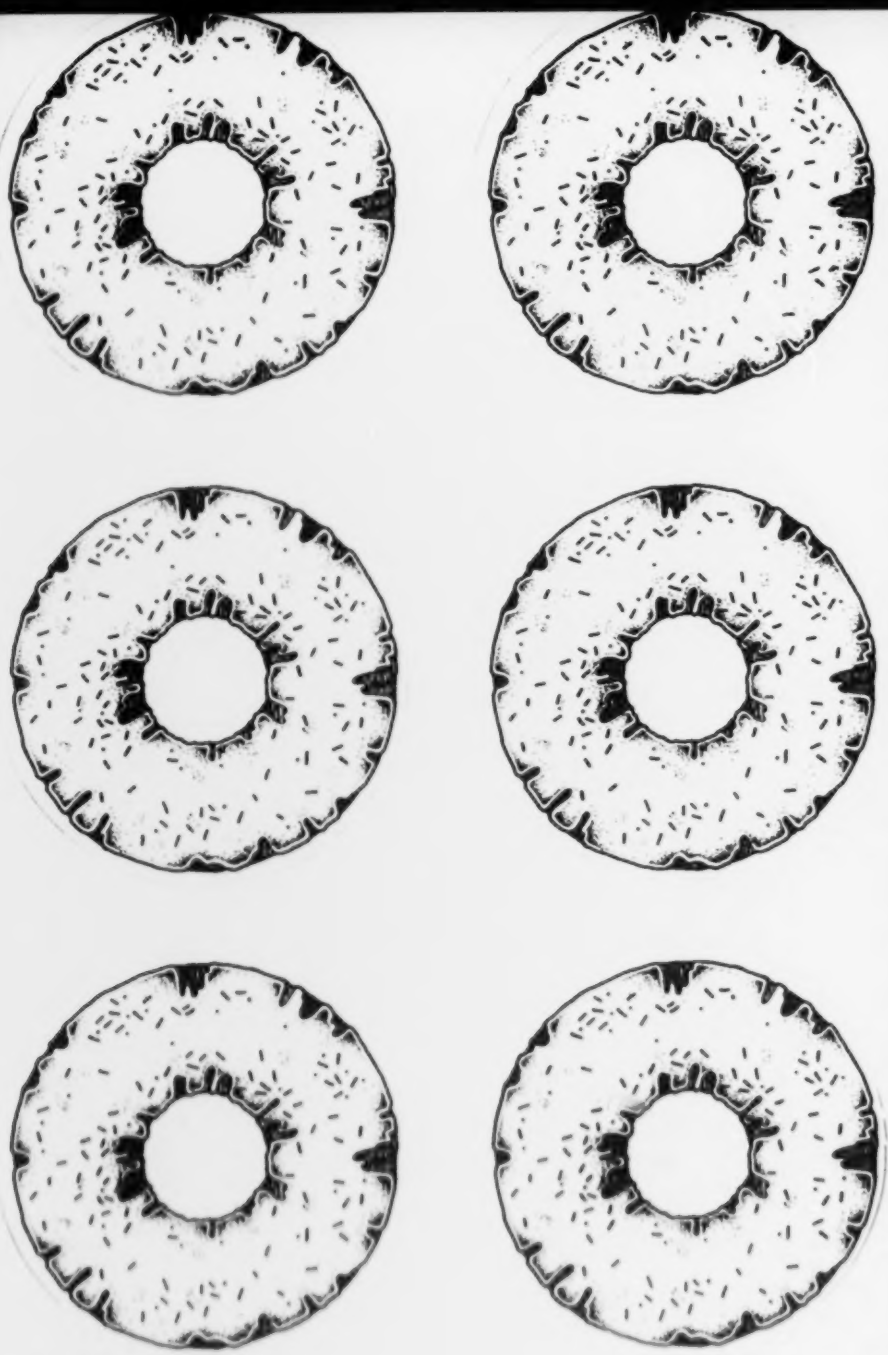
JOB STICKERS—Activity



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DONUT SHEET—Activity 2

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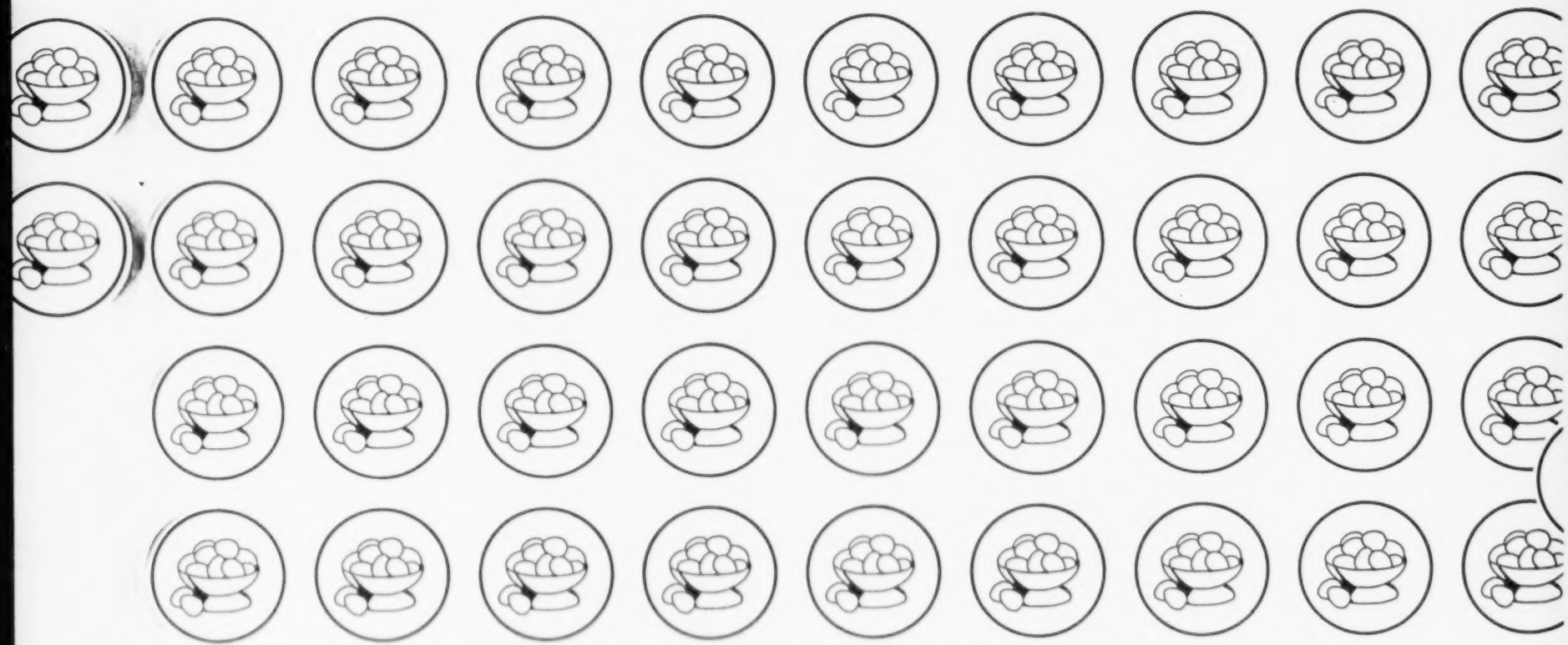

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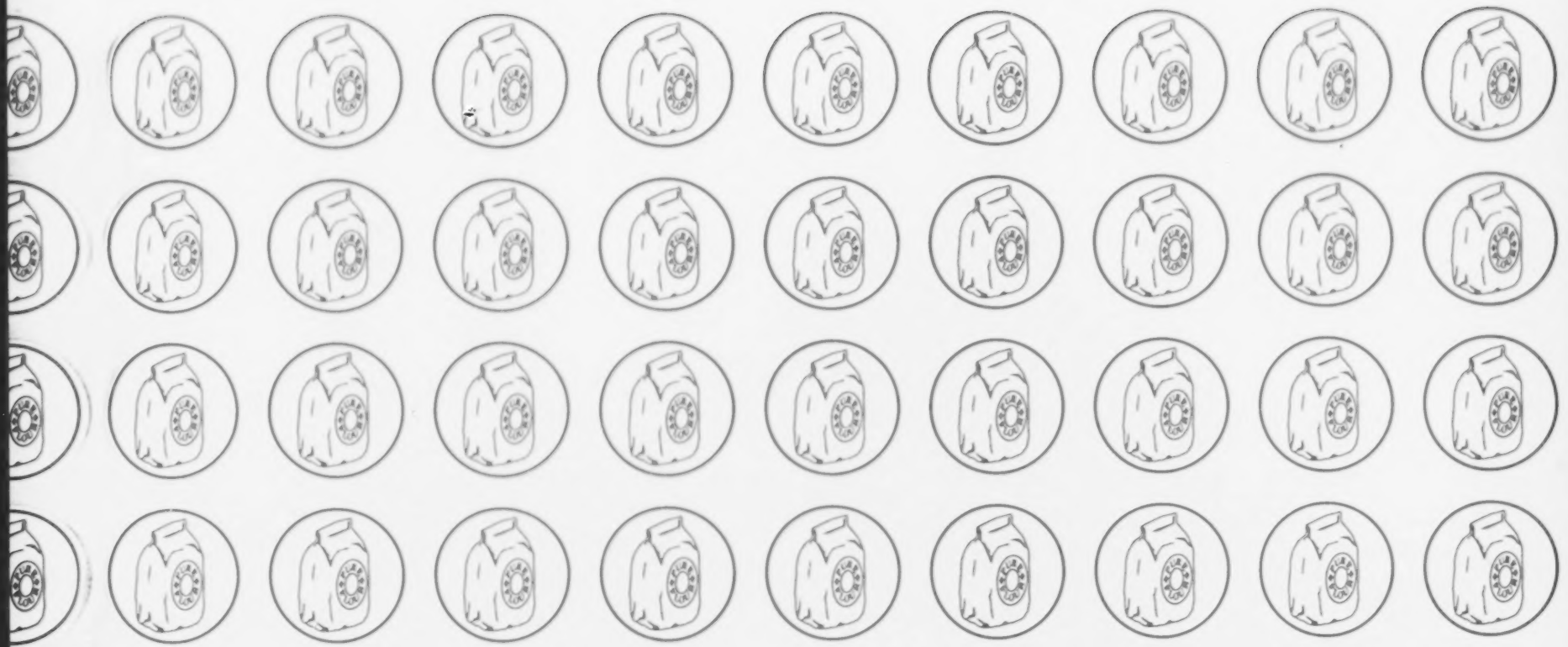

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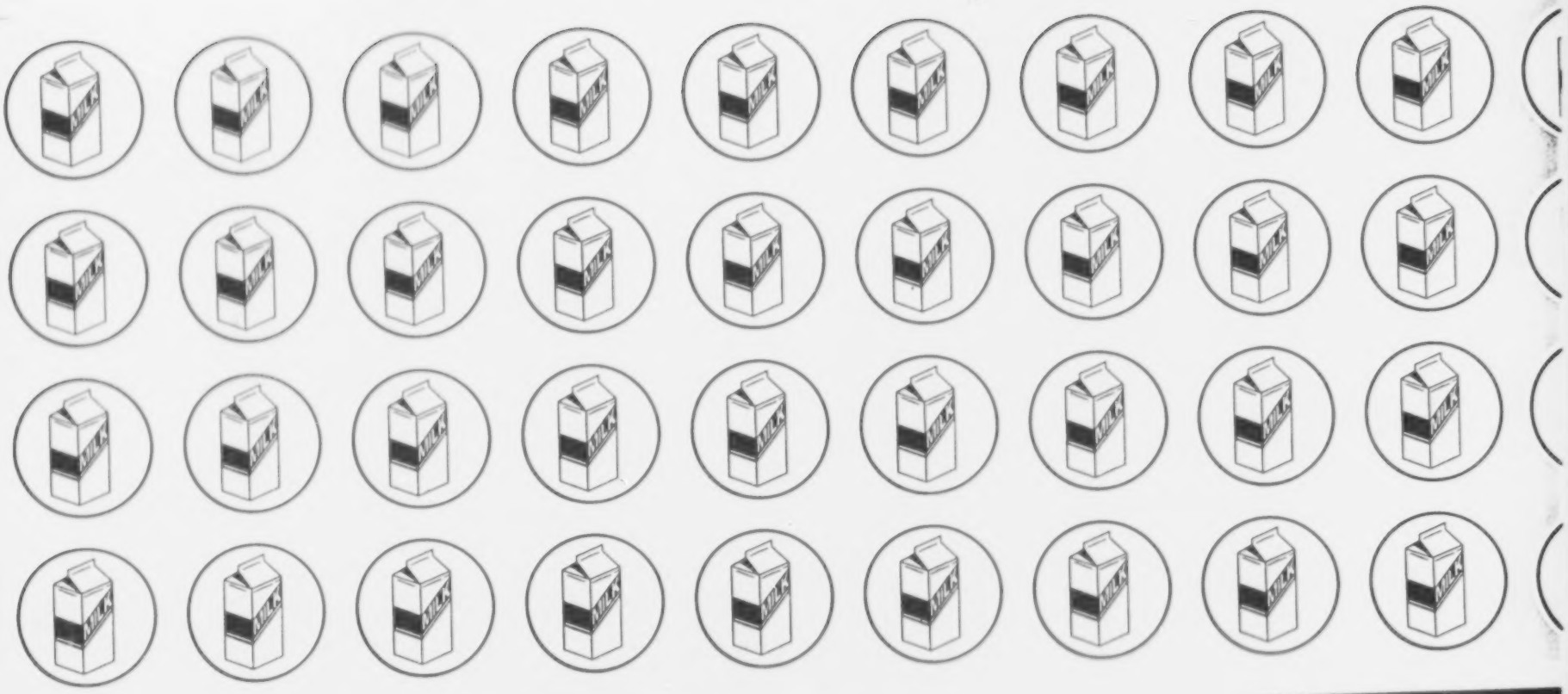

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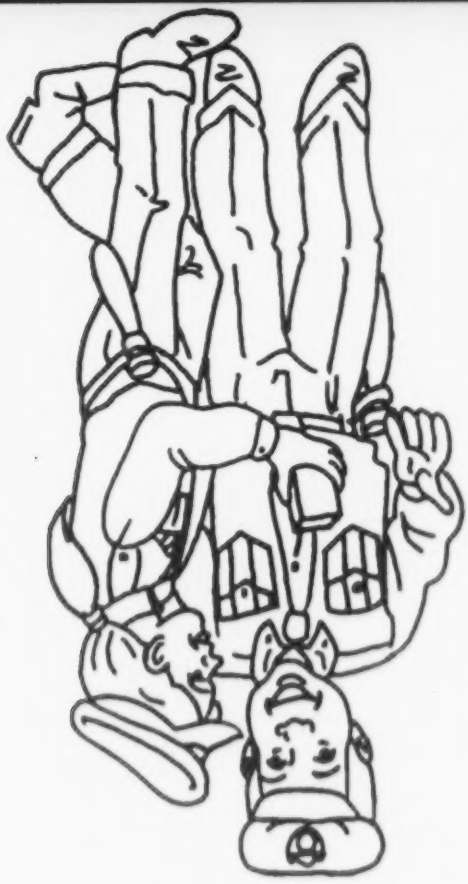
GOVERNMENT JOB CARD—Activity 3



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GOVERNMENT JOB CARD—Activity 3

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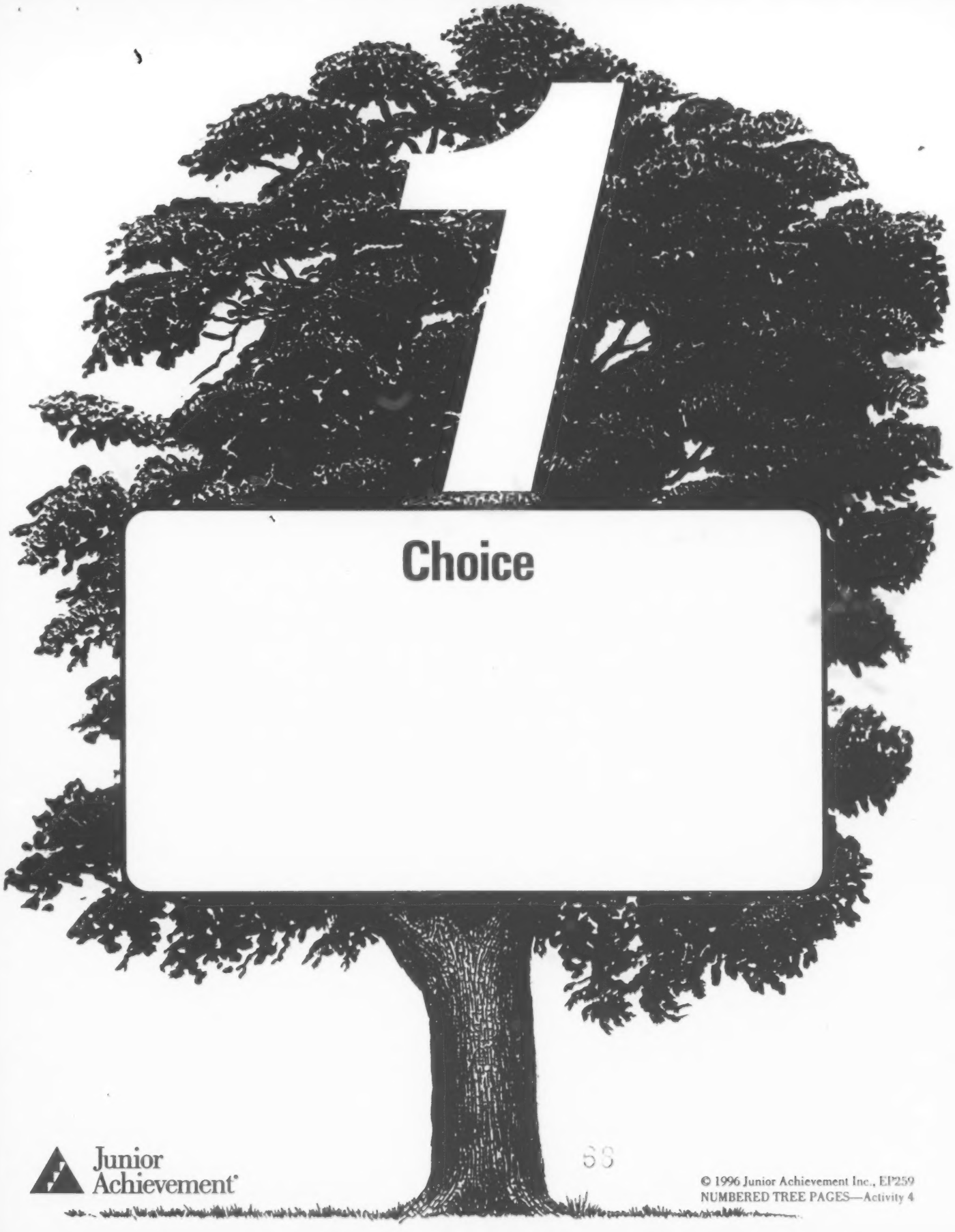
GOVERNMENT JOB CARD—Activity 3



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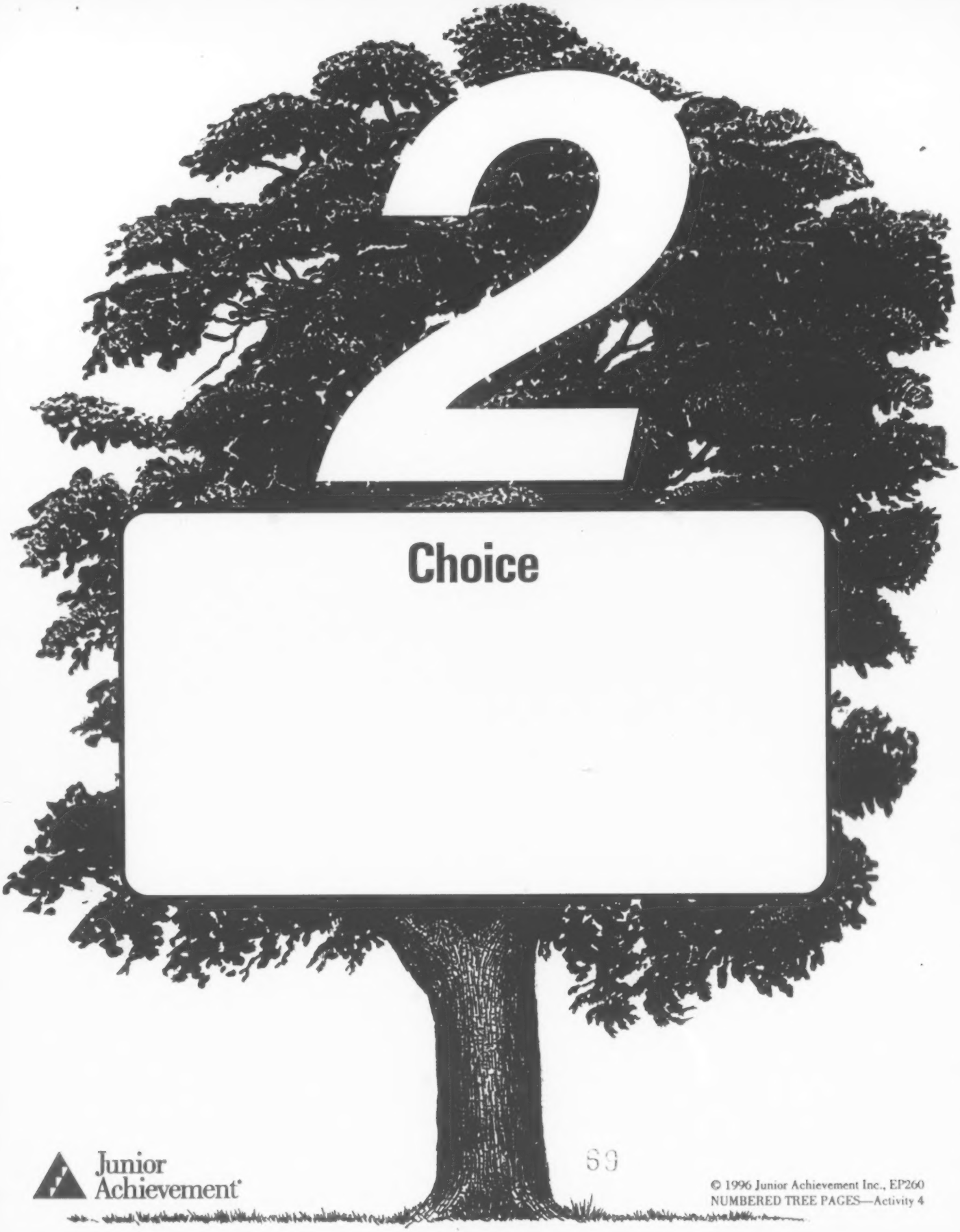
NUMBERED TREE PAGES—Activity 4



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NUMBERED TREE PAGES—Activity 4

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NUMBERED TREE PAGES—Activity 4

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(Circle your choice.)

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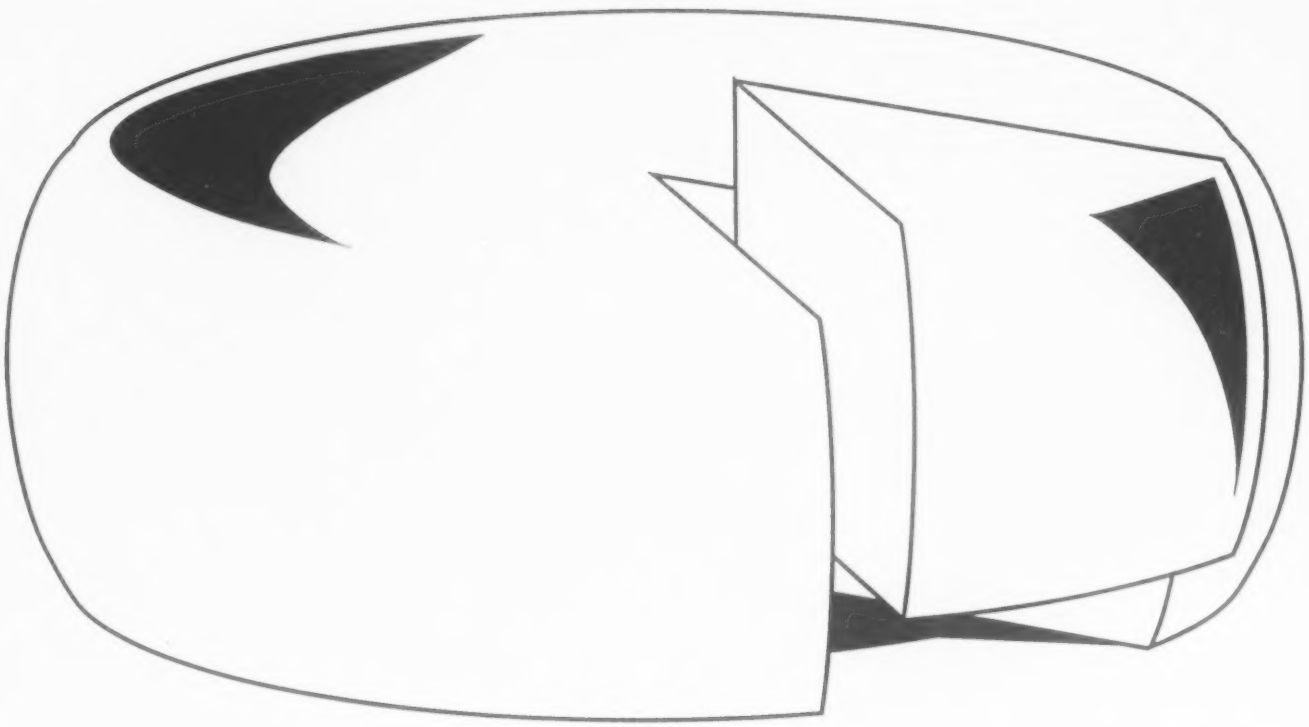
BALLOTS—Activity 4



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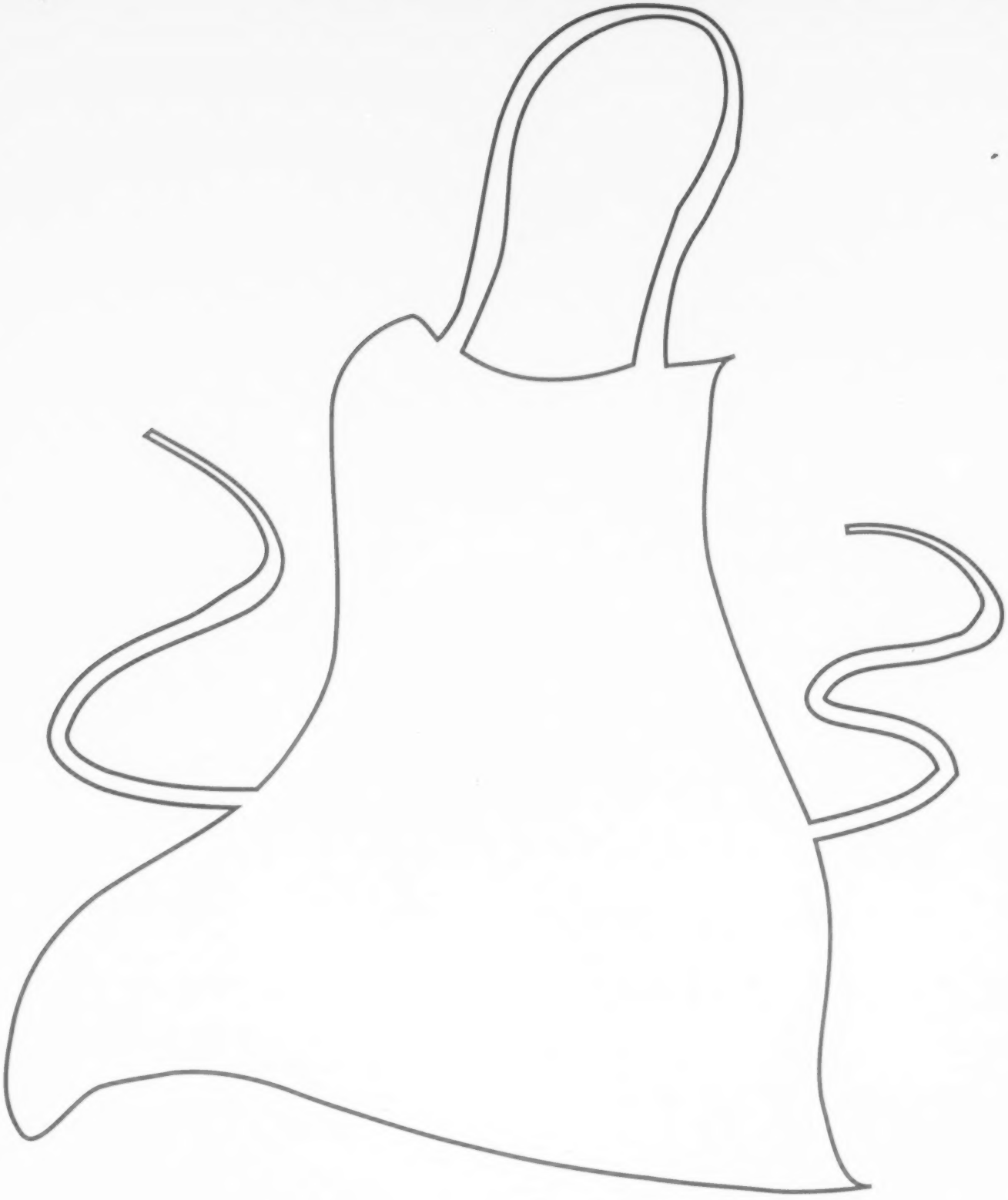
BUSINESS CARDS—Activity 5



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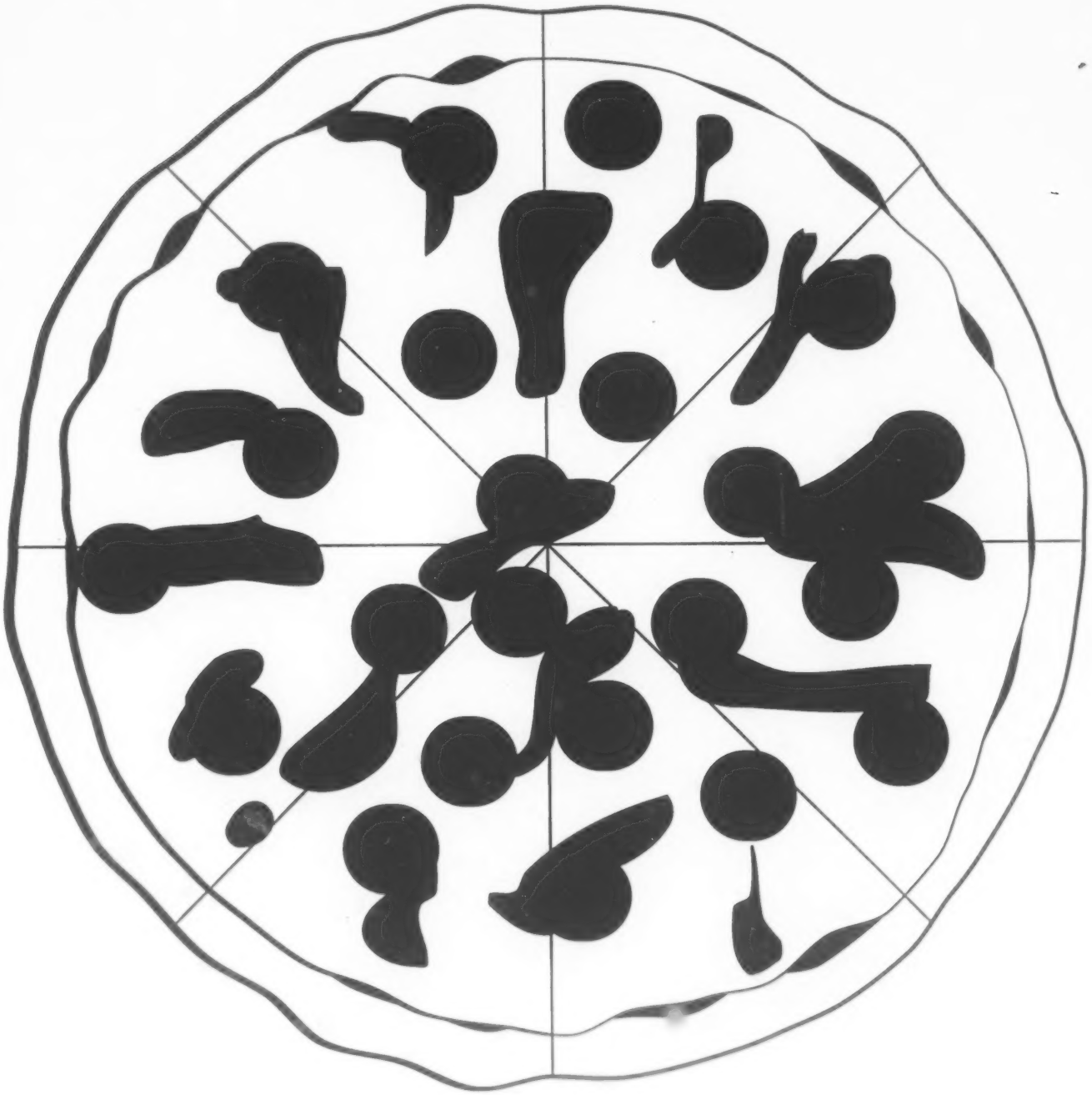
BUSINESS CARDS—Activity 5



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BUSINESS CARDS—Activity 5

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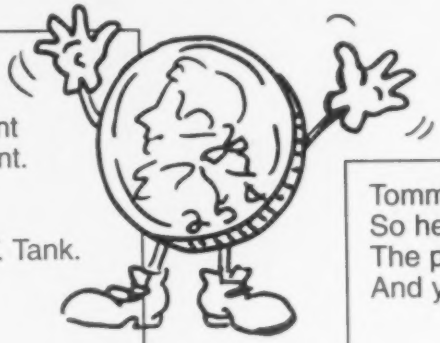
Name: _____

Money



I'm a new quarter, shiny and clean,
Made at a mint, by a stamping machine.
With pennies and nickels and dimes I'm sent
To banks where you live by your government.

I'm on my way to the Community Bank
To be part of the pay of the teller, Tommy T. Tank.

Off to the bank teller.

Tommy's tummy was tight, tight, tight,
So he ran to Polly and Pete's Pizza De
The pizza he knows is the best in the l
And you can get it by the slice or by th

Off to the pizza maker.

Bob's Laundry

Wanting to buy his mother a present,
Bob thought of pearls, pasta, or pheasant.
But when he counted his cash at the hour,
He decided it would be a bright, fresh flower.

He walked to Fiona's Fresh Flower Float,
A flower cart shaped like a boat.
Bob gave me to her to help buy a rose—
He was a good son, as everyone knows.

Going up to the flower cart.

Fiona's Fresh
Flower Float

Fiona needed a new pair of shoes;
The ones that she wore broadcast the news.
Her high-tops were scuffed, tattered, and torn.
The laces were broken; the soles were worn.

She jogged to the store, a branch of a chain,
Sneakers 'R' Us, Fancy or Plain.
The owner was there, Patricia Lump-Beakers.
To her I was paid for super pump sneakers.

Getting down to the shoe store.

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Moves

Garza Community Bank

At Polly and Pete's, Tom bought pizza with peas
And used me to order some extra cheese.
While Polly made dough, Pete, caught by surprise,
Ran to the market to buy more supplies.

He hurried to Harry's WE-AIM-TO-PLEASE.
To Harry he shouted, "I need more cheese!"

Draw a line to the market.

Polly & Pete's Pizza

Harry replied, "I don't want to barter,
If you need more cheese, I'll need a quarter."
(Harry, it seems, had trouble with rhyme.)
But needed the quarter to take care of grime.

His apron was stained from bottom to top,
With mayo and catsup and cream-colored pop,
Tomatoes, potatoes, basil, and squash.
It was a mess; it needed a wash.

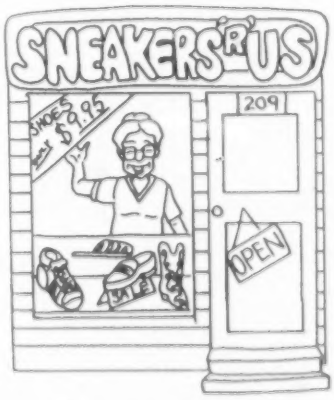
Harry took the apron to Laundry-By-Bob.
To Bob I was given with pay for the job.

Heading over to the laundry.

Harry's Market

Patricia tossed me to Larry, her son,
Said "Thanks for your help, son, go have some fun."
But Larry, a smart lad with plenty of cravings,
Took me to the bank to be part of his savings.

So now you see how the quarter was spent,
And all the people and places it went.
All the stores and jobs and clerks—
This is how your community works!



Sneakers 'R' Us

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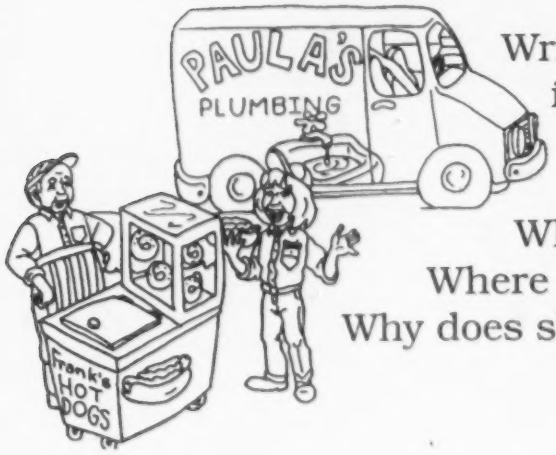
Name: _____

Junior Journal

Our Community®

Creative Writing



Write a story about Paula. You should include answers to these questions.

Who is Paula buying her hot dog from?

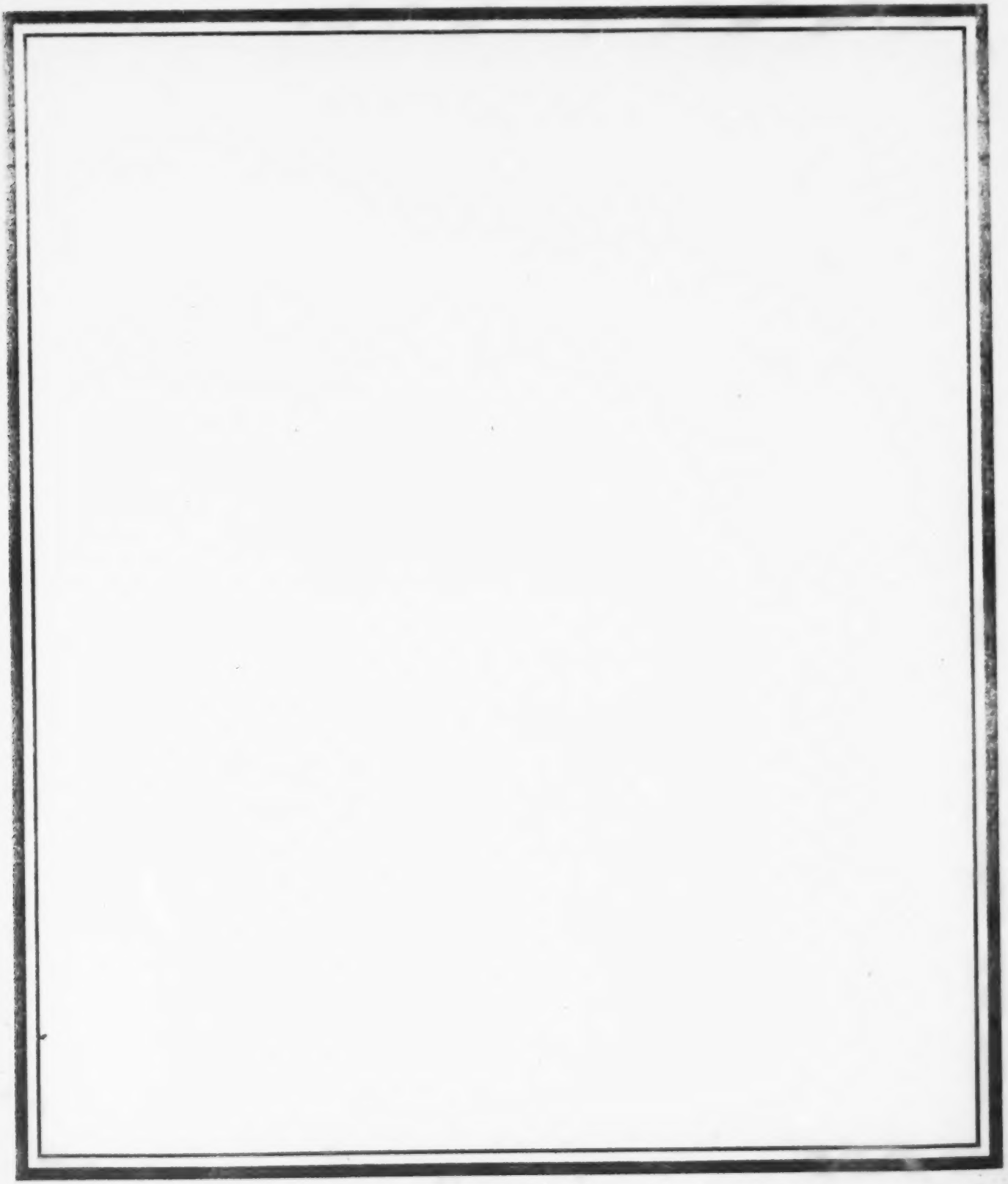
What time is it?

When did Paula move to this community?

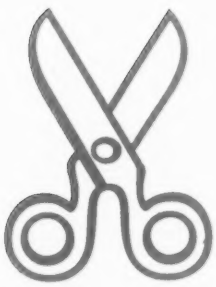
Where did she learn how to be a plumber?

Why does she need a van?

Design a poster to sell donuts.



Cut and paste pictures from newspapers or magazines of government workers or government services.



Animals in the Poster

Count the animals in the poster.

_____	_____	_____	_____
birds	cats	dogs	eagles

Make a bar graph by coloring in the right number of squares for each animal.

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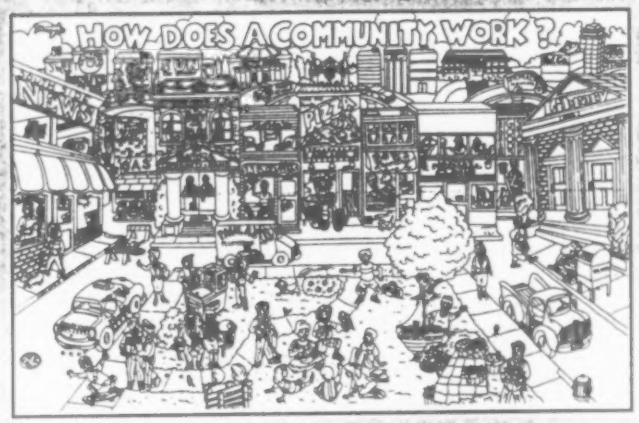
JUNIOR JOURNAL—Activities 1-4

Certificate of Achievement



_____
Name

_____
School

has successfully completed

OUR COMMUNITY

_____ _____
Consultant Teacher

_____
Date

Junior Achievement

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